R E P O R T

of the

DIRECTOR OF THE SUMMER SESSION

to the

PRESIDENT OF MIDDLEBURY COLLEGE

Summer Session of 1917

June 30 - August 17.

*****

MIDDLEBURY COLLEGE,

MIDDLEBURY VERMONT.

*****

September 11, 1917.

President John M. Thomas,

Middlebury, Vermont.

My dear President Thomas:

I have the pleasure of submitting my report of the Summer Session for 1917; also, to call to your attention the accompanying reports made to me by Senor Lacalle, of the Spanish School, and Dr. de la Jarrie of the French School. I regret that Dr. Stroebe has made no report of the German School.

Allow me to take this opportunity to express my thanks for the cooperation that I have received from you in helping to make the Session of 1917 a success, and to record the valuable assistance I have received from the Faculty of the Summer Session, from the matrons of the halls, and especially from Miss Wright, who has been most untiring in her efforts in attending to the needs of the Session and the wants of our patrons. Under these conditions, it has been a pleasure to be the Director.

Cordially yours,

Raymond McFarland

SUMMER SESSION OF 1917

Attendance

The enrollment at the Summer Session of 1917 was 206 students, an increase of 12% above the enrollment of 184 students in 1916. The increased attendance was especially satisfactory this year since the high quality of students was maintained that we have had in the past and it has been a year of decreased attendance at most summer schools; we have been informed that Middlebury is one of the very few colleges in the East where there had been an actual gain in attendance. The enrollment in the different schools is shown below.

English School	58
French School	37
German School	38
Music School	10
Spanish School	63
Total Enrollment	206
Junior School	7

Geographical Distribution

The geographical distribution of the entire registration is as follows, the names of the territories being arranged in order of the number of representatives of each:

New York	57
Vermont	55
Massachusetts	37
New Jersey	9
Pennsylvania	9
Connecticut	6
Maine	6
Rhode Island	6
District of Columbia	5
Iowa	3
Ohio	3
New Hampshire	2
China	1
Florida	1
Illinois	1
Maryland	1
Michigan	1
Tennessee	1
Total	206

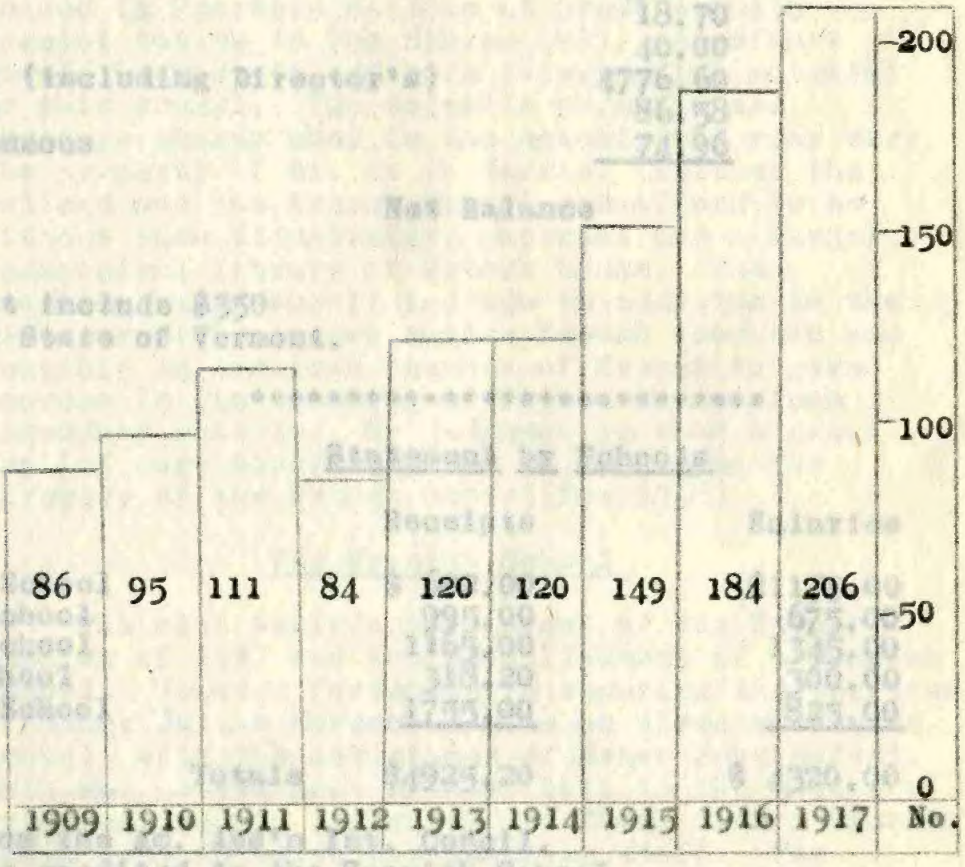
Higher Institutions Represented

There were fifty-four colleges and universities represented at the Summer Session, eight of them being foreign institutions. Middlebury College was represented by six graduates and twenty-two undergraduates; all the other institutions listed below were represented by persons who held degrees. The list follows:

Adelphi	2	Michigan	2
Alfred	2	Middlebury	28
Barnard	5	Mt. Holyoke	7
Bates	3	N. H. State	1
Boston University	8	N. Y. University	1
Bowdoin	1	Oberlin	1
Brown	3	Ohio State	1
Bryn Mawr	1	Ohio Weslyan	1
Bucknell	1	Oxford, England	2
Chicago	3	Paris, France	2
Colby	2	Pennsylvania	2
Col. City N. Y.	1	Queens, England	1
Columbia	2	Radcliffe	3
Cornell	4	St. Andrews, Scotland	1
Dartmouth	1	St. Lawrence	1
Denison	1	Smith	7
Des Moines	1	Stanford University	1
George Washington	2	State College for Teachers New York	1
Goucher	1	Syracuse	1
Grinnell	1	Temple University	1
Grove City	1	Toronto, Canada	2
Harvard	2	University of California	1
Hunter	1	Vassar	4
Kansas	1	Wellesley	6
Konigsburg, Germany	1	Western Reserve	2
Kentucky	1	Wisconsin	2
Laval Univ., Canada	1		

Growth of the Summer Session

A comparative view of the attendance of the Summer Sessions of the College since their establishment in 1909 is shown by the accompanying graph. It will be seen that there has been a steady growth in attendance each year except in 1912, when the registration was lowered through the omitting of high school students from the session. Since that year, there has been a steady growth in the quality of the student body as well as in members.



Financial Statement

Receipts

fice:		
Tuition fees	$4925.20	
Musical Entertainment	20.71	
Am. Ass'n Int. Concil.	150.00	$5095.91
pburn Hall:		
Dining Room (net)	241.28	
Room-rent	508.45	749.73
men's Halls:		
Board & room-rent (net)		1258.78
Total Summer Session Receipts*		$7104.42

Expenses

ivertising	237.33	
lletins	436.08	
press	18.70	
stage	40.00	
laries (including Director's)	4776.60	
pplies	86.58	
scellaneous	74.96	$5670.25
Net Balance		1434.17
		$7104.42

oes not include $350
rom the State of Vermont.

****

Statement by Schools

	Receipts	Salaries		Balances
glish School	$ 692.00	$1175.00		-$483.00
rench School	995.00	675.00		320.00
rman School	1165.00	1345.00		-180.00
sic School	318.20	300.00		18.20
anish School	1755.00	825.00		930.00*
Totals	$4925.20	$ 4320.00	Net	$605.20

150 from the Am. Ass'n Int. Concil.
ould be credited to the Spanish School.

The French School

Early in May, after preparations has been made for the French School, we were informed by Professor Williamson de Visme that he wished to enlist as an interpreter in the American Army. His request for a release from the directorship of the school was granted. The services of Dr. G. D. de la Jarrie, an eminent French scholar, were secured as head of the French School. Two native French assistants were secured in this country. The school was very successful, the enrollment being nearly double what it was last year, the courses of study meeting the approval of a high-class patronage and the entertainments given under the direction of the school being of a high order. Reference to the financial budget will show that the French School was more than self-supporting.

For another year, the school should be housed in Pearsons Hall as at present, with special tables in the dining hall. An effort should be made to add more illustrative material to this school. The valuable phonetic and language charts used in the school this year were the property of Dr. de la Jarrie. Neither the College nor the French School can afford to be without such illustrative material and a larger pedagogical library of French books. The teaching staff should include in addition to the director at least two native French teachers and possibly an American teacher of French to give courses in the teaching of French in American secondary schools. My judgment is that a great deal of care should be used in selecting the director of the French School for 1918.

The Spanish School

The most satisfactory event of the Summer Session of 1917 was the establishment of a Spanish School. We were fortunate in securing the services of Senor Julian Moreno-Lacalle as director of the school, with the assistance of Senor Jose Martel. Both men proved most capable both in the matter of organization and instruction. Three native Spanish women were added to the teaching staff. The enrollment of 63 students far exceeded our

anticipation and altho the school was greatly handicapped by being housed in five different halls there was an "esprit de corps" among faculty and students that made the Spanish School the most harmonious and enthusiastic school at Middlebury. A more careful classification of the students of the Spanish School would have helped considerably in its administration and obviated some criticism on the part of the patronage of the school. This is a matter that can be easily remedied.

Hepburn Hall should be reserved for the Spanish School next year and emphasis laid on allowing only students who possess some facility in the use of the Spanish language to become members of the school; probably classes in elementary Spanish will be organized but they should not interfere with the purpose of the Spanish School in having Spanish the language of the school. Both Senor Lacalle and Senor Martel have signified their willingness and desire to return next year. They have broad plans for making the Spanish School the best of its kind in America and there seems to be little reason why it cannot be.

Considerable illustrative material was added to the Spanish School this year which is now the property of the College. More can be done in this particular in 1918. It may be added that the illustrative material of the Spanish School was considerably superior to that used in the German School, which had has the benefit of a longer period of organization; further, except in the case of publishers' text-books, the illustrative material of the German School is not the property of the College but of the instructors in charge.

The Music School

The Music School should be continued in connection with the Summer Session. As in past years the school was under the wholesome direction of Miss Hayden. At her suggestion the services of Harris S. Shaw, of Boston, were secured as an instructor in organ and piano. Mr. Shaw was probably the most popular instructor at the Summer Session. Both Miss

Hayden and Mr. Shaw should be retained in connection with the music next year. Indications are that there can be a rather satisfactory development in the clientele of the Music School under the present direction. Financially the school was successful this year and should prove more so in 1918.

The German School

As at present organized the German School of the Summer Session is a philanthropic institution supported at the expense of Middlebury College. The directorship of Dr. Stroebe is most efficient and the character of the school received the hearty endorsement of all its patrons. One would find difficulty in criticising the pedagogy of the German School. Under the present direction, however, there is no feeling of responsibility either toward the director of the Summer Session or the College; if so, it is not in evidence. The registration in the German School this year was only 38 as compared with 64 in 1916. This was due, of course, to the effects of the war. As a result of the falling off in registration the German School was not self-supporting. There is no reason that it would not have been successful in this particular if hostilities had not broken out.

During the continuance of war between the United States and Germany, the German School should be discontinued. When the German School is reopened in connection with the Summer Session great care should be exercised to see that it is a German School of Middlebury College and not of a private individual.

The English School

The time has come in the development of the Summer Session when a thorough reorganization of the English School seems necessary. The salary budget of the English School was $1175, the receipts were $692, and the deficit on these items alone was $483. For some time past it has been evident that the English School is the least satisfactory of any of the departments in the Summer Session. This condition has been the result of the class of students enrolled in the English School, the inability to secure continuous cooperation of department heads in the

College, and the lack of courses and materials to attract a more desirable patronage.

The enrollment of students in the English School may be subdivided into the following classes:

Vermont State Teachers	31
Middlebury Under-graduates	22
Other Students	5
Total	58

The elementary teachers are in a class by themselves. They are few in number, they contribute very little to the finances of the session, they do not live in the College dormitories and take little part in social affairs, and they are interested to remain in attendance only four weeks. The latter arrangement has a tendency to break up the unity of the instructors' classes very seriously. Since they may receive at summer Normal Schools and at the University the kind of courses that the State Department of Education wishes them to have, it would be working little hardship to the few who attend our Summer Session if they should have to seek their summer training elsewhere in the state. The Department of Pedagogy was organized to train secondary school teachers. Our efforts, our equipment and out success have been in the field of secondary education and not in elementary education. I recommend that we do not make special provision for elementary teachers another year; the cost f r exceeds any returns, either financial or otherwise, that the college receives.

Members of our Faculty have believed for some time that the Summer Session affords an easy means for incompetent students to make up work necessary for their academic standing. We do not get the best quality of the college student in the summer; neither does it appear that all our instructors make the students work as we expect students in the Summer Session to work. A distinguished member of the Summer Session Faculty expressed himself as dissatisfied with the class of college student who came under his instruction this year. The highest grade given by a certain instructor to any of his college students was 75%, the average for ten college students in the class being 64.3%. In

contrast with this showing, another instructor in the same department gave 84.5% as a minimum grade in a class, the average grade for the 12 undergraduates in the class being 87.9%. When such an unwholesome condition of affairs prevails the need of reorganization of the English School is clearly evident.

The history of past Summer Sessions shows that we have been unable to maintain courses either with profit or credit in the College Departments of Biology, Economics, Geology, History, Home Economics, Mathematics, Music, Physical Education, Physics, Political Science. The reasons have been either a lack of desire on the part of members of the Faculty to cooperate with the Summer Session, or the disorganization of the departments owing to change of instructors. In order that courses be successful there must be a development of student patronage; stability of instructing staff is necessary in order to secure students from a distance. Only in the college departments of Education, English and Chemistry have we had anything like a unity of purpose and courses from year to year.

In the reorganization suggested above it seems desirable to include in the English School all subjects which may not properly be related to one of the Modern Language Schools, such as Education, English, Chemistry, Music, Physical Education and any other subject which may profitably be added to the Summer Session curriculum; there is some doubt in my mind if even chemistry should be longer continued. If the English School is to prosper alongside the Modern Language Schools there will have to be added to our Summer Session teaching staff in the several departments educators who will attract students from outside the state, a condition which does not now prevail.

The College Book Store

This summer the College Book Store has been in charge of Mr. Tatro. So far as we know there never has been a summer when the student in charge of the store has attended so carefully to his business or given such uniform satisfaction as Mr. Tatro.

Student Help

In contrast to the efficient services in the Book Store we have to record many instances of dissatisfaction arising from students who worked about the buildings. There was no single individual to whom the students felt a responsibility; their appointment was not in the hands of the Director and the students were not slow in recognizing the fact. Some better arrangement should be made for the appointment of student help in summer as well as for giving power to discharge students whose work is not satisfactory.

Dormitories and Dining Halls

An innovation of administration this year was the requirement of a reservation fee from students expecting to occupy rooms in college dormitories; also, the former practice of allowing only one student in a room at Pearsons Hall was discontinued. The results in both cases were most satisfactory. Pearsons Hall was filled more completely than ever before. On account of the Hepburn Dining Hall being reserved for German students only there was a very crowded condition at Battell Dining Hall; this congestion will be relieved another year.

It is desirable that all fees for room-reservations, room-rent, and board be collected at the Director's office only. Often readjustments of rooms have to be made after students arrive; there are always refunds for board and room-rent to students who leave before the summer term expires, and the practice of requiring a registration fee, which is credited toward the student's room-rent, all complicate the

administration of finances if several persons are collecting fees. The practice of the matron of Hepburn Hall in allowing this office to collect all fees could be extended economically to the other halls.

****

The Outlook for the Summer Session

The ideal toward which the Summer Session should strive is in the field of Modern Language instruction. Middlebury College cannot compete with the summer schools of other eastern institutions in maintaining courses in mathematics, the sciences and history, possibly not in Education and English. The experiences of past sessions have demonstrated this. Just as clearly it has been shown that Middlebury may become a Mecca for the Modern Language teachers of the country. Already our language courses in summer are widely and favorably known among educators. There should be gradual improvement in the teaching staff, the courses of study, and the collection of illustrative materials that will attract a better and better class of students. In time, we can afford to become a graduate school in the Modern Languages. In this year's session the percent of graduate students in the different schools is shown below.

English and Music	10.3%
French School	67.6%
German School	76.3%
Spanish School	77.7%
Av. for Summer Session ...	53.3%
" " Language Schools	74.6%

We believe that the Middlebury College Summer Session, through its Modern Language Schools, may become the most efficient of its kind in America.

THE FACULTY OF 1917

John Martin Thomas, D.D.,LL.D.
President

Raymond McFarland, A.M.
rofessor of Secondary Education, Director of the Summer Session

Vernon Charles Harrington, L.H.D.
Professor of English

Frank William Cady, A.M., B.Litt. (Oxon.)
Professor of English

Perley Conant Voter, A.M.
Assistant Professor of Chemistry

Frank Eugene Howard, Ph.D.
Assistant Professor of Pedagogy

Julian W. Abernethy, Ph.D., Litt.D.
Formerly Principal of Berkley Institute, Brooklyn

Minnie Hayden
Teacher of Music, Steinert Hall,Boston

Lilian L. Stroebe, Ph.D.
Associate Professor of German, Vassar College

Gladys Lott
Reader and Teacher of Expression, New York and Boston

Meta Harms
Head of the Department of German, Packer Collegiate Institute
Brooklyn, N.Y.

George Duranceau de la Jarrie, M.D. (Paris)
Director of the French School

J. William Sprowls, A.B.,B.S.
Professor of Education, Bethany College

Julian Moreno-Lacalle, A.B.
Department of Romance Languages, U.S. Naval Academy

Jose Martel, A.B.
Department of Romance Languages, U.S. Naval Academy

Therese Caroline R. Saunier, Brevet Superieur, France
Head of French Department, Lincoln School, Providence

Harris S. Shaw
Teacher of Organ, Boston

Betty Schragenheim, B.S.
Teacher of German, Leonia High School, N.J.

Emma Plambeck
nstructor in German, Rayson and Graham Schools, New York City

Alfred Sears Bassette, A. B.
Principal, Schoharie High School, N.Y.

Mary C. Coleman
Instructor in Physical Education, Teachers' College

Martha Engell
Teacher of German, St. Timothy's, Catonville, Md.

Agathe W. Richrath
Assistant in German, Vassar College

Rosalia P. Cuevas, B. A., M. A.
Head of Spanish Department, Adelphi College

Evangeline Agnes Ben-Oliel
nstructor in Romance Languages, Paul I nstitute, Washington

Evelyn Krauter
Teacher of German, Charlton School, New York City

Lucile Mercado, B. S.
Graduate Student, Columbia University

Marie Helo Le Lavandier, Brevet Superieur (Versailles)
Teacher of French, The Rieffel School, New York

****

REPORT OF THE DIRECTOR OF THE SPANISH SCHOOL

TO THE DIRECTOR OF THE SUMMER SESSION

- - - - - - - - - - - -

August 31, 1917.

Professor Raymond McFarland,
Director of the Summer Session,
Middlebury College,
Middlebury, Vermont.

Sir:

I have the honor to submit herewith a report on the work of the Spanish School of the Spanish School of the Middlebury Summer Session for 1917.

This report will deal with the following topics in the order given:

I. The Enrollment.

II. The Work of Organization.

III. The Teaching Staff.

IV. The Schedule of Recitations.

V. The Courses of Instruction.

VI. The Examinations.

VII. Out of Recitation Activities.

VIII. Recapitulation.

IX. The Outlook for Next Summer.

I. THE ENROLLMENT.

While about twenty students were considered as a good start for the Spanish School, the number finally enrolled came to be over three times that originally estimated. So that in point of numbers alone the first session of the Spanish School was decidedly a success.

According to my records, the registration in the Spanish School was as follows:

Number of students regularly enrolled in the Spanish School - - - - - - - -	59
" " " taking courses in the Spanish School	
" " " from the French School - - - -	5
" " " from the English School - - -	4
" " " from the German School - - - -	4
Total number of students	72

This total is nearly the same as the combined totals of students in the French and German Schools.

II. THE WORK OF ORGANIZATION.

The task confronting me in organizing the School and getting it started was no small one, if, besides considering that this was its first year, we bear in mind: (1) that where arrangements had been planned for about twenty students, the number finally enrolled was about three times greater; (2) that a large proportion of the students was made up of beginners; (3) that the students were housed in five different buildings (not counting two students who lived in the village); (4) that the number of instructors was wholly inadequate, and (5) that absolutely none of the instructors could be called upon to assist the Director in the executive and administrative work.

In spite of these and other minor obstacles, on Tuesday, the 3rd of July, the day after the students had been registered, the recitations were inaugurated, the students having been duly graded (into advanced, intermediate and beginners) and grouped into sections, the lists of which had been posted on the board in advance.

The seating arrangement for the Dining Hall was likewise completed and inaugurated on the same day, the students being grouped according to their degree of proficiency in the language, i.e., advanced, intermediate

and beginners. The total number of tables occupied by the Spanish students was eight, each seating from six to eight students.

Inasmuch as there were only five instructors, (including myself), with one assistant, Mr. Bolivar, to maintain the conversation in eight tables, I established a system of rotation by which the instructors changed tables at every meal. This system worked out to the satisfaction of the students and was kept up until the close of the session, although, indeed, it is not in keeping with t e dignity of the Director's position to have been moving from table to table, instead of presiding regularly at the head table. But in this particular, as in several others, I was willing to forego the privilege for the sake of pleasing the student body.

In a word, the work of organizing the school was accomplished in so far as disadvantageous conditions would allow, and in spite of the discontented attitude of some students in the first days of the school's life.

III. THE TEACHING STAFF.

In spite of the inadequate number of instructors in r iation to the number of students, the quality of the instruction given may be said to have been good as a whole, and the work accomplished by t e instructors, successful.

Special mention should be made of the efficient and thorough manner in which Mr. Martel and Miss Cuevas gave the courses under their charge, particularly the former, in his course in Spanish literature.

Miss Ben-Oliel also did good work in her elementary course, showing that she is well qualified in handling beginners' classes efficiently, although on the other hand, she lacks a ready command of the language for conversational purposes.

I regret not to be able to report as favorably on the work done by Miss Mercado. In the first place, the fact that she came a week after the School had started, was a circumstance that proved disadvantageous for her, inasmuch as the students who were assigned to her sections were dissatisfied by the change of instructors, thereby becoming prejudiced against her. Add to this her youth and lack of teaching experience, and we can see clearly the reasons for her rather scanty success.

In addition to the regular instructors, Mr. M. O. Bolivar, a student in Middlebury College, was assigned as my office assistant. Although at first somewhat lax in the performance of his duties, Mr. Bolivar rendered me valuable help in attending to the clerical and minor details, such as typewriting, mimeography, errands, handling the lantern, etc.

IV. THE SCHEDULE OF RECITATIONS.

The schedule of Recitations for the School was as follows:

7:15	Course I. Elementary Spanish Secs.A.C.& D. daily	Course III. The teaching of Spanish (changed from 10:15) daily.
8:15	Course I. Elementary Spanish Sec. B. daily	Course IV. Spanish Literature Daily
10:15	COURSE II. Conversational Spanish All Sections Daily	
11:15	COURSE V. Latin-American Geography and Industries. Daily	
1:30	COURSE VI. Pronunciation and Intonation. Both sections. Tuesdays & Thursdays.	

V. THE COURSES OF INSTRUCTION

The courses of instruction offered in the Prospectus were carried out to the letter. More than this, as soon as I saw, the very day of the registration, that there was a great demand for conversation, I increased the number of recitations in Course II, Conversational Spanish, from three to five hours per week. And when, after the first week, I saw that the one great need of the students was drill in practical phonetics, I established an additional course, designated Course VI, Pronunciation and Intonation, composed of two sections; one, Section A, under my charge;

and the other, Section B, under Mr. Martel. The popularity of t is additional course was made manifest immediately upon its announcement, as shown by the fact that the great majority of the students in the School enrolled in the course, and those not enrolled attended as auditors.

As for the other courses, the work in every one of them was done, both on the part of the students and of the instructors, as intensively as possible. Thus, at the end of the session, it was the consensus of opinion among t e students that they "got more than was promised in the catalogue."

With the exception of the explanations necessarily given in English in the Elementary classes, all lectures and recitations were conducted in Spanish exclusively.

Although the examinations were held on the 7th, 8th and 9th of August, the recitations continued until Friday, the 10th when the session was closed.

VI. EXAMINATIONS.

The examinations were held for the various courses as follows:

Course I, Tuesday, August 7th.

Course II. " "

Course III. Wednesday, August 8th.

Course IV. " "

Course V. Thursday, August 9th.

There was no examination for Course IV., no credits being allowed therefor.

The examinations for Courses I, II, and IV. were written; those for courses III and V oral.

It should be remarked, that, this being the first year of the School, the tests and grading in these examinations were not as severe as they should be, and as in fact they shall be in succeeding sessions, for the sake of establishing a high standard for the Middlebury Spanish School.

The grade cards, duly filled in, were filed with the Office of the Director of the Session on Friday the 10th, and thus the work of the School was completed for the session.

VII. OUT-OF-RECITATION ACTIVITIES.

The lodging of Spanish students in different and widely separated buildings throughout the Campus, the shortage of instructors, and the presence of so many beginners, were the three main obstacles in the way of the activities out of class periods, and in no other phase of the life of the School were these obstacles more intensely felt, - as an ever present danger to the success of the School , - than in the very important aim of maintaining a Spanish atmosphere, the principal means for which being the constant use by all students of no language other than Spanish.

Thus, the task and the responsibility of the Director of the School were increased to a large degree, and still more, bb the fact that the burden of such task and responsibility had to be carried absolutely single-handedly. Consequently, many shortcomings in this respect were unavoidable.

Nevertheless, and in spite of the complaints and criticisms on the part of some students, I believe that these obstacles were to some degree overcome, and as a whole, t e social life of the students was made both profitable and pleasant. To this end, from the second week of the session, I had a program of activities made for each week, which was carried out religiously, consisting mainly of:

Spanish Songs on Sundays

Open air readings on Mondays and Wednesdays

Forfeit games on Tuesdays

Soirees on Thursdays (with r adings, songs, etc.)

Illustrated lectures on Thursdays

Excursions on Saturdays

Besides these regudar activities, the School gave an entertainment on Tuesday, July 9th, in which a collection was made, the proceeds of which, Twenty-three Dollars and Fifty Cents, were turned over to the Middlebury representative of the American Red Cross.

On Saturday, July 28th, an entertainment was given in honor of the Director of the Summer Session and Mrs. McFarland, and a Spanish play and dance, on Thursday, August 9th.

unavoidable from the very day of the opening of the session.

As to the Illustrative Material, I believe that, in comparison to the other language schools, the Spanish School was better equipped, even though our collection was not a large one. Thanks are due to the Pan-American Union, Washington, D. C., for the numerous publications furnished the school, which were of immense value to the students enrolled in the Latin-American Course.

In the carrying out of these activities, my time and attention were taxed to the utmost, as I had in person to attend to every detail, such as rehearsing the songs and conducting the music, rehearsing the play, making the arrangements for the entertainments, getting up the weekly programs, etc.

VIII. RECAPITULATION.

To sum up:

(1) The Enrollment in the Spanish School was by far the largest of all the schools in the session, and exceeded the most sanguine expectations.

(2) The Work of Organization was carried out as successfully as was possible under the existing obstacles, and the daily routine of the School was duly systematized and maintained without a hitch.

(3) The Members of the Teaching Staff, with the exception referred to under the respective heading,

rendered their services faithfully and efficiently, thus winning the praise and commendation of the Director and of the students as well.

(4) The Courses of Study were so conducted that, as the students themselves put it, "they got more than was promised by the Catalogue". The work done was so intensive that some students felt they were overworked.

(5) The Examinations were not so rigid both as to test and grading, inasmuch as this was the first year of the school, and I, thus, deemed it advisable to dismiss the students with the feeling that they themselves did splendid work.

(6) The Out-of-Recitation Activities, in comparison with t ose of the other schools and in spite of disadvantageous conditions, were numerous, varied, enjoyable and profitable.

Whatever may have been the success of the first session of the school, I am the first one to realize, as I clearly do, that there were many deficiencies and shortcomings, which I am bearing constantly in mind, so that they may be overcome next summer, with a view to improving the School in every particular and in every respect. No efforts shall be spared in this direction.

IX. THE OUTLOOK FOR NEXT SUMMER.

The Spanish language has at last come to the front. It has now placed itself side by side with French and German, and, possibly, on account of present conditions, will even supplant the latter, for some years at least. This rise has

been so sudden that it has caught the language teachers wholly unawares and, consequently unprepared. In other words, the demand exceeds the supply. There is not in the country a sufficient number of competent teachers of Spanish and so great and insistent is the cry for Spanish in the high schools that they are now resorting to almost anybody. This situation is aggravated by the fact that in comparison with French and German, the teaching of Spanish is at least fifty years behind. The text-books are inadequate, the teachers poorly equipped professionally, and nothing has been done in Spanish methodology and practical phonetics. But, for this very reason, the situation is full of possibilities, and offers a wide and fertile field for pioneer work.

On account of the large demand for Spanish in our schools and of the insufficient supply of teachers, the rush of students to Spanish summer schools next summer will be a large one, not to say enormous, and the School which can offer the most practical courses and the best conditions as to work, life and atmosphere, will of course, be the winner.

Middlebury should and can have <u>the</u> best summer school for training teachers in Spanish. It is admirably situated geographically and climatically; it has excellent dormitories; the board furnished cannot be duplicated for twice the price now charged. These conditions could hardly

be found elsewhere in the country. If to these already existing important and auspicious features, we add a good teaching staff, practical and attractive courses of study, a faithful reproduction of Spanish atmosphere, profitable and enjoyable social activities, and a high standard, all under an able, energetic and resourceful management, we could produce the best Spanish School in the country. I believe we have the material necessary, and should begin laying out and perfecting our plans at once, so that everything may be deliverately and minutely thought out; with plenty of time ahead, mature reflection could counterbalance the over-enthusiasm with which the bright outlook may fill our spirit, and thus, whatever now under the light of our enthusiasm may appear good, could be shown impracticable or inadvisable, after being carefully weighed in the scale of reflection and judgment. It is not too soon to begin. To this end, I am already laying out my plans for next summer, and the success of the Spanish School is the greatest concern which now is, and until that aim is accomplished, will be absorbing my best attention and efforts. My efforts are stimulated at the same time by the feeling that I can count on the indispensable support and cooperation of the Director of the Summer Session.

Special mention should also be made of the excursion and pic-nic to Lake Dunmore on Saturday, July 21st, which was so enjoyed by all those participating that practically everyone was reluctant to return on the first trip.

The Spanish songs proved to be a favorite activity for many of the students, who considered them of great practical value for class-room use.

The open air readings were likewise popular and highly profitable and enjoyable to the students. In one instance, the open air lecture on Cervantes and reading of paragraphs of Don Quixote, delivered by the Director of the School on Monday, August 6th, was, by request of the students, delivered again the following day.

Spanish conversation in the dining hall was not maintained to the desirable point, but this was due first, to the unavoidable absence of instructors at some table every meal, and, second, to the students themselves, who refused to speak Spanish, some because they were beginners, and others, because, as they said, it was too much of a strain for them to express themselves in a foreign language while eating their meals. It was therefore, unfair on the part of some of the students who complained about this laxity, to attribute it to the Director or to the instructors.

Spanish conversation was enforced in so far as possible under the adverse conditions which were evident and

Before closing this report, it is with pleasure that I express to the Director of the Summer Session my sincere and deep gratitude for his uniform cooperation and support.

Very respectfully yours,

(Signed) J. Moreno-Lacalle, U. S. N. A.

Director of the Spanish School